Mapplewells Primary and Nursery School

Positive Behaviour Policy

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At Mapplewells Primary and Nursery School

This is driven through our school in our approach to behaviour with a consistent narrative of:

- We look after ourselves and each other
- We listen
- We are honest
- We work hard
- We look after our environment

Our School Ethos

School Aims

- To provide an environment in which all children feel safe, cared for and supported.
- To encourage independence and confidence to take risks and make their own decisions.
- That every child who walks out of the door at the end of Year 6 will have become the very best that they can be.
- All our aims are encapsulated by our motto SUCCESS:
  S – self-confidence
  U – understanding
  C – celebration
  C – curiosity
  E – excellence, enthusiasm and enjoyment
  S – self-discipline
  S – support

Vision Statement

To provide every child in our care with the best quality education possible, in a warm, respectful and caring environment. Our children will be capable of dealing with the priorities of today as well as the unknown priorities of tomorrow. To put our school in the heart of the community and form links with that community which will benefit our children.

The implementation of the policy is the responsibility of all the staff.

Aims

- To ensure that the behaviour of staff and children is consistent with the provision of a caring learning environment.
- To enable the children to develop self-discipline and a responsible attitude to themselves and others.
- To involve staff, children and parents in the process of developing outstanding behaviour.

Everything we do starts with positive relationships – building, maintaining, and repairing them.We believe that children deserve our time – time to talk, to explain and to find solutions.

At Mapplewells Primary and Nursery School, we believe in and practice, a relationship-based and restorative approach to understanding behaviour. This approach is underpinned by three key principles:

1. *Unmet Needs*: Behaviour often reflects unmet needs. Therefore, to change behaviour, we must respond to the unmet need e.g. the need to feel safe, hunger, positive self-esteem.
2. *Individual Influences*: Children's behaviour cannot be fully understood in isolation. It needs to be understood within the contexts or environments in which they develop e.g. their family, community, school
3. *Relationships*: Within trusted relationships, children can learn, accept their individual strengths, accept areas for development and explore strong emotions and experiences.

As a school, we remember that discipline means to teach, not to punish. So, in order to provide opportunities for children to learn positive behaviours, *unconditional positive regard* is central to our school ethos.

- We know that empathy is at the core of building positive relationships: the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation.
- We also appreciate the gravity of acting 'In Loco Parentis' (in place of a parent). We have a duty of care towards our children, promoting safety and welfare. The level of this dutyof care is measured as being that of a 'reasonable parent.'
- We know that, as adults, 'we make the weather' and it is up to us to ensure that all children feel safe and happy.

At Mapplewells Primary and Nursery School, we recognise the importance of listening to our children and seeking their opinion. Therefore, our School Agreement have been created and agreed by staff and children collectively.

Promoting good behaviour

Children learn best and behave best when they know what is expected of them and when they are positively encouraged to behave well. They need to have plenty of opportunities to experience success and also need to be aware that if they do not behave appropriately, they will be consistently and fairly treated. It is therefore important to focus on positive behaviour strategies and our policy and practice reflect this. It is inevitable that some instances of inappropriate behaviour will occur - no positive feedback system will be effective with all children all of the time. Sanctions do, therefore, have a place within the school's behaviour policy, but they are most effective when used within an environment in which positive strategies are used as a first resort.

School Agreement

A simple school agreement has been drawn up and everyone in school is expected to follow this. The children are reminded of it frequently and parents/carers are given a copy when their child first starts school, and reminders are sent out throughout the school year. Our "School Rules" are displayed in every classroom and around school. Our "School Rules" are as follows:

- **We look after ourselves and each other**
- **We listen**
- **We are honest**
- **We work hard**
- **We look after our environment**

Our School Agreements are underpinned by our School Values. The rules will be woven through the values ensuring the values are rewarded and worked towards. The school values are as follows:

S – self-confidence
U – understanding
C – celebration
C – curiosity

E – excellence, enthusiasm and enjoyment
S – self-discipline
S – support

All of our school values align with our school rules. Throughout our weekly SUCCESS assembly, the children will be rewarded based on these values using the school rules as a prompt (e.g. *Child x has achieved excellent aspiration this week because they were proud when…*)

In support of our ethos, we apply the practices outlined in the appendices.
See Appendix 2 "Responding in the Moment."
See Appendix 3 "15 Things to Build Relationships"

Policy aims and objectives

It is a primary aim that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community whose values are built on mutual respect and trust for all. We aim to create an environment in which everyone feels happy, safe and secure.

Mapplewells is committed to the emotional mental health and well-being of our children, staff, and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional, and mental health of the whole school community.

It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of Positive Behaviour Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

Positive approaches

The main focus in school for promoting good behaviour puts the emphasis upon positive strategies and rewarding those children who behave well. Praise can be given in many ways and methods of rewarding children need to be varied and changed regularly to prevent them from becoming stale. Children behaving appropriately should be praised for it. Unacceptable behaviour may sometimes be ignored, providing it is not a danger and should then be followed by the praising of the appropriate behaviour of another child nearby. Children should be encouraged to copy the teacher's example of praising others. **Our 'School Rules' should be established at the beginning of each school year** and the children should be encouraged to remind each other of these where necessary. They are revisited at the start of every session.

Rewards

It is a firm belief at Mapplewells that children are **rewarded for positive behaviour**. This positive recognition reinforces the positivity that we expect in school. Our high expectations are applied consistently across school and are expected of our children, our staff, and our wider school community. We praise our children in a variety of ways:

- Verbal praise and smiles
- Whole class reward systems (DOJO points)
- Individual rewards:
    - Class sticker/stamps
    - DOJO certificates/ rewards
    - Public praise in front of staff
    - Visit Headteacher, Deputy Headteacher or member of SLT for praise
    - House Points
- Dojo messages to parents
- Golden Letters from the Headteacher

- SUCCESS Assembly Star of the Week
- Headteacher Award

Whole class reward systems
These are bespoke to the class and decided with the children. They are designed so that the class know that they are being rewarded for working hard as a team and by respecting our School Agreement and Values. The children are working towards a whole class treat each half term. This will be achieved once the class earns collectively an agreed amount of DOJO points.

The rewards could be any of the following:
- Art & Crafts
- Forest school
- Board game
- Film & treats
- Mini disco
- Outdoor activities & games
- Cookery class
- iPads

Individual Rewards
Children are awarded individual House points, which count towards their House tally. Each week these counted up by the House Captains and the winning House receives the House winners Trophy. This then is calculated towards a yearly total, with the winning House being rewarded the trophy each week. Houses will win rewards for being termly and yearly winners too. Children will receive these for showing SUCCESS outside of the classroom and lessons. Examples of when house points may be give are:

- Tidying coats and bags in corridors
- Looking after playtime equipment
- Holding doors open
- Playing kindly with other children
- Walking through school sensibly
- Using polite manners
- Being helpful and thoughtful towards children and staff
- Showing good eating manners

DOJO points are awarded linked to SUCCESS and are given out for showing these values in the classroom and lessons. Staff will award 1 point each time.

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<u>Individual DOJO awards</u>

Mapplewells DOJO Rewards Programme

The Mapplewells DOJO Rewards Programme celebrates pupils who consistently demonstrate our school values and make positive choices. As pupils accumulate DOJO points, they progress through a series of achievement levels, each bringing additional recognition and rewards.

Award	DOJO Points	What Pupils Receive
🥉 **Bronze Award**	**50**	• Bronze Certificate presented in assembly • Special Bronze Sticker • Celebration in assembly • Recognition in the school newsletter
🥈 **Silver Award**	**100**	• Silver Certificate and Sticker • Choice of a Hot Chocolate with the Headteacher or a Tuck Shop Token • Celebration in assembly • Recognition in the school newsletter
🥇 **Gold Award**	**150**	• Gold Certificate and Sticker • Choice of a Non-Uniform Pass or choosing any seat in class for the day • Celebration in assembly • Recognition in the school newsletter
💎 **Platinum Award**	**200**	• Platinum Certificate and Sticker • Choice of Afternoon Tea or a Milkshake with the Headteacher • VIP Breakfast with the Headteacher • Extra playtime with a friend • Celebration in assembly and newsletter
🌟 **Diamond Award**	**250**	• Diamond Certificate and Sticker • Official Diamond Achiever Badge • Forest School Afternoon with a friend • Celebration in assembly and newsletter
🏆 **Headteacher's Excellence Award**	**500+**	• Personal letter home from the Headteacher • Excellence Trophy presented in assembly • Recognition across school communications • Invitation to a special end-of-year reward event (e.g. bowling, cinema, soft play or a local visit)

Whole School Incentive

Positive messages to parents about their child's attitude and/or positive work may be communicated through the Class Dojo app for demonstrating outstanding qualities.

Star of the Week Achievement Assembly

Children from each class are awarded a Star of the Week certificate presented in a SUCCESS assembly. Certificates focus on the School Values and Rules. Children value being identified as this achievement is saved and will never be taken away.

Golden Letter from the Headteacher
One child from each class is sent a golden letter direct to their home address acknowledging and celebrating their commitment to displaying the whole school values and rules. These letters are sent at the end of every half term.

Headteacher's Award
At the end of the year, the child who is seen by his or her peers and by the school staff as being the most supportive or a champion of care and compassion receives the prestigious "Headteacher Award" with their parents invited to school to witness the presentation in the final assembly of the year.

A reward, once earned, must never be taken away from the child.

A restorative approach to challenging behaviour

We are aware that all behaviour happens for a reason and when we are dealing with children who are at climax point, it is essential to take into consideration de-escalation strategies and the 'Assault Cycle' (see appendix 3 and 4). At that moment in time, the child will not be at a point to reflect on their behaviour or discuss their choices. It is paramount that any interactions with the child does not escalate the situation – the child needs to be given time and space.

At Mapplewells, we promote the use of 'natural consequences' – with the support of a trusted adult these can help children to change their behaviour. Some examples are: writing letters of apology; repairing damage to property; completing missed work in a playtime (but never the full playtime). If missed playtimes are happening repeatedly the teacher needs to consider what the deeper issue is.

It is, however, recognised that sometimes a more structured and immediate approach is required to support the child. The intention behind this is that the child has time to reflect, away from the situation. The behaviour will always be assessed against the School Rules and this will be explained clearly to the child.

Dealing with behaviour is a **shared responsibility** and it is expected that all staff support one another for the benefit of the child. There is a hierarchy of support and responsibility:

Step	Approach	Outcome
1	A reminder of expectations and rules	To the whole class Explain the rule that has been broken. Say thank you for the conversation so they return positively to the task
2	A verbal warning (x2)	1:1 Direct conversation with the child inside the classroom – ask to move to the side of the room. This invitation is given in a positive manner so that the child knows they have the opportunity to talk and return to their working space positively. Further explain the rule which has been broken and return to the class.
3	Reflection time in own class	Move from working space to a reflection area. Restorative questions through conversation with class teacher. 5 minutes reflection and then return to task.

4	Time out in partner class	As above but in a partner class.
5	Reflection time in during break or dinner (10mins). Children spend 10 minutes of their breaktime completing reflection activity with class teacher – follow this up with restorative conversation. Phone call home by class teacher (if regulated) – invitation for the parents to come in and chat but this is not the expectation. If the child has regulated well, return to class and back to step 1.	
6	Reflection time with Phase Leader or CFW	Phone call to be to parents by the class teacher – record on the monitoring system. Restorative conversation had. Behaviour Lead to monitor behaviour over the remainder of the day/ week.
7	Reflection time with Headteacher or Deputy Headteacher (remainder of the session)	Phone call to parents by the class teacher – record on the monitoring system. Class teacher to work alongside HT, BL, SENCO, & family to review/ create a behaviour plan. BL and HT to monitor
8	Behaviour continues to escalate after above actions.	Follow up meeting with family, SENCO and member of the SLT – record on the monitoring system. Potential Internal Exclusion Potential Internal Exclusion Class Teacher: Develop Pupil Profile. Discussion with SENCO regarding external agency referral.
9	Relevant External agency support	Class Teacher: Follow and update all Pupil Profiles strategies with strategies recommended from professionals involved.
10	Fixed term suspension	Between 1 – 3 days
11	Permanent exclusion	Determined by the Governing Body

* If a child is asked to leave the classroom it is important that they have time to reflect on their behaviour with a member of staff. It is important that the staff member, that the behaviour affected, reflects with the child to ensure that 'repair' is carried out. Emotion Coaching and restorative questions will be used at this point.

Assembly Exceptions

Assembly Conduct	
Any child causing a disturbance once	Will be given a verbal warning

2nd disturbance / warning	Result in another verbal warning and the child is moved to sit near the TA / step 4 of consequence chart

After any of the above steps, the staff must adopt ***unconditional positive regard*** so that the child knows that they can move forward.
If a child has been referred to a member of SLT more than twice in a half term, the class teacher will seek advice from the Behaviour Lead Mr Latkowski. Actions could include: • home/school diary • dojo messages home • peer buddy • social group intervention • pastoral/ELSA referral The class teacher will call the child's parents to explain what has been agreed and why, outlining how they can support at home.

Responding to misbehaviour from pupils with SEND

At Mapplewells, we recognise that children's 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 child'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 take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being 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 child has an education, health and care (EHC) plan, the school will work closely with the local authority and external agencies to ensure provisions set out in that plan are in place.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support and a behaviour plan to help prevent these incidents from occurring. Any preventative measures will consider the specific circumstances and requirements of the child concerned.

Adapting sanctions for children with SEND

When considering a behavioural sanction for a child with SEND, the school will consider whether:

- The child was unable to understand the rule or instruction;
- The child was unable to act differently at the time because of their SEND;
- The child was likely to behave aggressively due to their SEND.

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

Considering whether a child displaying challenging behaviour may have unidentified SEND

At Mapplewells, the school's special educational needs co-ordinator (SENCO) will evaluate a child 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 external agencies to identify or support specific needs. When needs are identified in a child, school will liaise with external agencies and a SEND Support Plan and Behaviour Plan will be put in place in partnership with parents and carers. These plans will be reviewed termly.

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

The provisions set out in the EHC plan will be put in place in partnership with the local authority, external agencies and parents/carers. If as a school we have a concern about the behaviour of a child with an EHC plan, we will make contact with the local authority to discuss the matter and may request an emergency review of the EHC plan.

For further information please refer to our SEND Policy.

Bullying and 'relational conflict'

Mapplewells and Nottinghamshire Local Authority use the definition of bullying provided by the Anti-Bullying Alliance:

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face to face or online."

At Mapplewells Primary and Nursery School, we use the term 'relational conflict' when discussing friendship fallouts or incidents occurring between children that do not fall into the category of bullying. Relational conflict usually involves individuals or groups who are relatively similar in power and status, the behaviours happen occasionally and could be considered accidental. Usually, following an incident, children show remorse and there is a general willingness to make things right or resolve the conflict. Not all relational conflict or falling out leads to bullying, but we are aware that some do and that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our school will address the situation and support the children to resolve any negative feelings. At Mapplewells we monitor children following a 'relational conflict' to ensure that the situation has been resolved and does not escalate to bullying. As a school we challenge, address, and monitor any incidents of bullying, to ensure the bullying does not continue and that all children feel supported.

For further information please refer to our Anti Bullying Policy.

Beyond challenging

At times a child's behaviour may escalate to a point where immediate action is needed to keep the child or others safe or the behaviour is deemed too serious for the steps above e.g.,verbal/physical abuse, racism, bullying. In this case, the teacher or TA will request the support of the Headteacher straight away. The Headteacher will decide what action is needed depending on the circumstances. Wherever possible, the action should be restorative in nature.

Exception	Resulting Consequence
Answering back	Straight to step4
Refusing to do something	Straight to step 5
Refusing to do something repeatedly	Straight to Step 7

Inappropriate language	Straighttostep 5
Inappropriate physical contact	Straighttostep 7

Minimising the Need to Use Reasonable Force

There are circumstances when it is appropriate for staff in schools and colleges to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve 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 the classroom.

The department believes that the adoption of a 'no contact' policy at a school or college can leave staff unable to fully support and protect their pupils and students. The department therefore encourages, principals, governing bodies, and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact. The decision on whether or not to use 'reasonable force' to control or restrain a child is down to the professional judgement of the staff concerned within the context of 42 the law and should always depend on individual circumstances.

When using 'reasonable force' in response to risks presented by incidents involving children with SEND, mental health problems or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 (see paragraphs 86-93) in relation to making reasonable adjustments and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use 'reasonable force'.

- *Departmental advice for schools is available at Use of Reasonable Force in Schools*
- *HM Government guidance Reducing the need for restraint and restrictive intervention sets out how to support children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties who are at risk of restrictive intervention in special education settings, however all schools and colleges may find the information helpful. Use of school or college premises for non-school/college activities*

Staff Authorised to Use Reasonable Force

Under Section 93 of the Education and Inspection Act (2006) the Headteacher of our school is empowered to authorise those members of staff who are enabled to use reasonable force.

Here at Mapplewells, the Headteacher has empowered the following members of staff to use reasonable force:

- Teachers and any member of staff who has control or charge of children in a given lesson or circumstance have permanent authorisation.
- Other members of staff such as site management and administrative teams also have the power to use reasonable force if a circumstance should arise in which immediate action should be taken.

Deciding Whether to Use Reasonable Force

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should consider the risks carefully recognising the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination, and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force.

Under English law, members of staff are empowered to use reasonable force to prevent a pupil from or stop them continuing:

- committing any offence;
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or,
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

All members of staff will make decisions about when, how and why to use reasonable force. To help staff in making decisions about using reasonable force the following considerations may be useful:

- whether the consequences of not intervening would have seriously endangered the wellbeing of a person;
- whether the consequences of not intervening would have caused serious and significant damage to property;
- whether the chance of achieving the desired outcome in a non-physical way was low; the age, size, gender, developmental maturity of the persons involved.

Staff are also expected to remember that physical intervention is only one option and for behaviours involving extreme levels of risk it may be more appropriate to gain support from other agencies, including the police.

Staff will be kept informed and have a duty to inform others about the plans around specific children who can present risks to themselves and others. This may include information about SEND, personal circumstance and temporary upset.

Using Reasonable Force

When using force members of staff should only use the minimum amount of force required in achieving the required outcome.

Staff should, where possible, avoid any type of intervention that is likely to injure a pupil, unless in the most extreme of circumstance where there was no viable alternative. Also, staff should avoid using force unless or until another member of staff is present to support, observe or call for assistance.

Staff training

Staff at Mapplewells, who have been identified as needing training in this area, will access Physical intervention and CRB - Controlling Risky Behaviours training Team Teach who delivers nationally accredited courses.

These courses provide participants with an insight into recent legislation and guidance that could impact on

policy and practice, as well as a range of physical and non-physical strategies to help manage the risks posed by children and young people's behaviour.

Staff who receive this training will be accredited to use the physical elements for a defined period as stated on their certificate. Staff will be expected to attend a refresher course to update their skills and renew their certification every 12-15 months.

Recording and Reporting Incidents

The governing body will ensure that a procedure is in place, and is followed by staff, for recording and reporting, significant incidents where a member of staff has used force on a pupil. The record must be made as soon as practicable after the incident.

While ultimately only a court of law could decide what is 'significant' in a particular case, in deciding whether or not an incident must be reported, staff should take into account:
an incident where unreasonable use of force is used on a pupil would always be a significant incident;

- any incident where substantial force has been used (e.g. physically pushing a child out of a room) would be significant;
- the use of a restraint technique is significant;
- an incident where a child was very distressed (though clearly not overreacting) would be significant.

In determining whether incidents are significant, schools should consider:

- the child's behaviour and the level of risk presented at the time;
- the degree of force used and whether it was proportionate in relation to the behaviour;
- the effect on the child or member of staff.

Staff should also bear in mind the age of the child; any special education need or disability or other social factors which might be relevant.

Sometimes an incident might not be considered significant in itself, but forms part of a pattern of repeated behaviour. In this case, although there is no legal requirement to record such incidents, schools are advised to let parents know about them.

Records are important in providing evidence of defensible decision-making in case of a subsequent complaint or investigation. Staff may find it helpful to seek the advice of a senior colleague or a representative of their trade union when compiling a report.

Mapplewells Primary and Nursery School fully recognises the contribution it can make to protect children and support children in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety, and health by fostering an honest, open, caring, and supportive climate. The pupils' welfare is of paramount importance.

For further details please refer to the Mapplewells Child Protection policy.

Post-incident support

Following the use of physical intervention staff and children will be supported, the immediate physical needs of all parties will be met and staff will ensure that positive relationships are maintained.

The health, safety, and welfare of all the people who work or learn at our school are of fundamental importance. We aim to provide a safe, secure, and pleasant working environment for everyone. The

governing body, along with the Local Authority, and Flying High Trust takes responsibility for protecting the health and safety of all children and members of staff.

Behaviour Plan

A behaviour plan is designed to support children in making the right choices and educating them with coping strategies and a 'toolkit' for positive behaviours.

The plan will be devised:

- Using a reflection and analysis of the behaviour presented and identification of triggers.
- Creating a flow chart for a personalised plan, in line with the school's policy.
- A meeting between the class teacher and behaviour lead to agree actions and targets to be set, with a clear timeline e.g. referral to outside agencies, pastoral support plan, SALT.
- Planning provision
- Ensuring Concerning Behaviours Pathway is included as part of the process
- Parental meeting to be held to discuss behaviour concerns, triggers and to work through the plan with parents and child.
- Risk Assessment if required

Staff will help children to understand the impact of their behaviour for others following a behaviour incident. This will not be done until the child has been given time to calm and recover following an incident.

Whilst the child is returning to baseline, following an incident, there will be no discussion of what has happened, and the member of staff dealing with the incident will nurture their recovery. This may include offering comfort, sensory room time, drinks etc. Once back at baseline, a discussion will take place around what happened and what the impact of their behaviour has been for other children, staff members, school property etc.

Suspension and permanent exclusion

Fixed term suspensions and permanent exclusions are extremely rare and are only issued in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school support, sanctions, and interventions.

At Mapplewells, the decision to suspend or exclude will be made by the headteacher in collaboration with the governing body, the Local Authority, and the Flying High Partnership. The decision to issue a fixed term suspension or a permanent exclusion will only be as a last resort. If a child receives a fixed term suspension, the school will inform parents and carers in writing, including details of the reintegration meeting. During the period of the fixed term suspension, the child will not be allowed on school premises. Parents and carers will be required to attend the reintegration meeting along with relevant external agencies (where applicable) to review the revised provision and reduce the risk of further suspensions or a permanent exclusion.

Transition

At Mapplewells, we ensure any children joining our school receives an induction from a member of the Senior Leadership Team to familiarise them with the behaviour policy and the wider school culture. To ensure a smooth transition to the next year, children have class swap week to familiarise themselves with their new classroom, classmates and teacher. To ensure behaviour is continually monitored and the right support is in place, information relating to child is transferred to relevant staff at the start of the term or year.

Monitoring and evaluating behaviour

At Mapplewells, the Senior Leadership team will analyse data termly including significant behavioural incidents, attendance, suspensions, and exclusions. We will also seek perceptions of the school behaviour culture for staff, children and parents and carers via surveys throughout the academic year. This information will be used to further strengthen behaviour culture and practice, and make sure the school is meeting its duties under the Equality Act 2010.

Staff Support

At Mapplewells, we recognise the importance of providing Continued Professional Learning and emotional support to all staff so that staff feel confident to deliver on this policy and to help manage stress. We do this in the following ways:

- School Behaviour Lead and SLT support and advice
- A culture where the staff have the confidence to share questions, ideas, and feelings
- A team approach to finding solutions (you are not on your own)
- Flying High Partnership support available
- Staff and INSET training
- External Agency support and advice

Who is the policy for?

This policy is for all children, staff, parents and carers, governors, visitors, and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour and emotional distress.

Equality Duty

In developing this policy, and in its implementation, we have had due regard to the provisions of the Equality Act 2010 and our need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

The protected characteristics are sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity. For more information, please refer to our Equality Policy.

Safeguarding

As a school we take all our safeguarding responsibilities extremely seriously. We recognise that young people can be vulnerable in a number of ways and that the dangers in the online world are as much a threat as those in the real world. We have ensured that our staff understand what makes some children and adults more vulnerable to certain risk factors; how to recognise the signs of somebody at risk; and what to do if they have a cause for concern. We include in our consideration of risk radicalisation and extremism; female genital mutilation; peer on peer abuse; sexual violence and harassment; forced marriage and honour-based violence; and child sexual exploitation. We will ensure that any changes in behaviour or patterns of attendance are identified quickly and that appropriate action is taken swiftly and is proportionate to the level of concern. We will work with the whole school community to ensure all our stakeholders understand our wider safeguarding responsibilities and work in partnership with us to keep our pupils safe.

Zero-tolerance approach to sexual harassment and sexual violence

We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of child-on-child abuse within our school and beyond. We recognise that child-on-child abuse can manifest itself in many ways with some including:

- Sexual Harassment – (defined as the unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment)
- Sexual Violence

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

In cases where this child-on-child abuse is identified, we will follow our child protection procedures, taking a contextualised approach to support all children and young people who have been affected by the situation. Some of these behaviours and actions have been referred to in the above 'sanctions and extreme behaviours section' and our 'Child Protection' and 'Child-on-Child Abuse' policies.

Complaints and allegations

Our school aims to be fair, open, and honest when dealing with any complaint. We consider all complaints and deal with them as swiftly as possible. We aim to resolve any complaint through dialogue and mutual understanding and, in all cases, we put the interests of the child above all other issues. We provide sufficient opportunity for any complaint to be fully discussed and then resolved. For further details please refer to our Complaints Policy.

We will also make clear to pupils that they have a right and are able to question/complain about the use of reasonable force. We will ensure that mechanisms are in place for pupils, parents, carers and staff to voice the opinions, comments or concerns through face-to-face dialogues, use of home / school diaries or by telephone.

Policy links

This policy links to the following policies in school:

- Relationships, Sex and Health Education
- Anti-bullying
- Equality
- Health and Safety
- Child Protection and Safeguarding
- Physical Intervention
- On-line safety (including Social Media)
- Child on Child Abuse
- Teaching and Learning
- SEND
- Staff Handbook

Appendix

Appendix A

Reflection Sheet

For the child to complete with the adult who is supervising

Name:…… Class:…… Date:……

Why do I need to reflect? What did I do?

How has made me feel?

other

Why did I make this choice?

Who has my choice affected?

How has made me feel?

other

Reflection Sheet

For the child to complete with the adult who is supervising

Which School Rules have I not followed?

What will I do next time?

How do I feel now?

happy

angry

disappointed

confused

Sorry

Other

Signed (child)…….. Signed (adult)……

Policy written by: Mr A Whittle in conjunction with the school staff.

Date written: September 2026

Approved by: SLT & FGB

Review date: September 2027

This policy was written with reference to the NCC behaviour toolkit “Understanding Behaviour in Schools: A Relationship-based Approach to Inclusion”

This policy is based on legislation and advice from the Department for Education (DfE) on:

Behaviour in schools: advice for headteachers and school staff 2024

- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2023

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023

Use of reasonable force in schools

- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

Appendix 1

Behaviour During Assemblies

Entering the Hall

- Class line up silently in the classroom
- Class line is organised by teacher to consider group and class dynamics where necessary
- Class walks down corridors silently. Teacher and support staff lead and ensures that the line can be always observed (continuously looking back)
- Class sits down silently and joins in with singing immediately
- Staff sit facing the class sideways on (not facing the front of the hall)

Class to be praised at each of the stages above so that they know what they are doing well.

During Assembly

- Encourage all children to sing. During singing, staff to model singing and signing as appropriate
- Throughout the assembly, teacher to continuously check for appropriate behaviour:

- Legs crossed
- Hands on knees or arms folded
- No talking
- Respect for the speaker at all times
- Joining in, hands-up when requested

Class to be praised at each of the stages above so that they know what they are doing well. Individual dojo and House points are issued as appropriate.

If behaviour needs addressing, staff to correct it silently if possible, through gestures. Positive behaviour to be praised silently through gestures.

Leaving the Hall

- As entering the hall
- Children are silent until they are back in the classroom

P.E/Class Activities in the Hall

Entering the Hall

- Before leaving the classroom, instruct the class as to how/where they should sit/stand on entry to the hall e.g. “Once in the hall, find a space, sit silently facing the front.”
- Follow procedures for assembly

Class to be praised at each of the stages above so that they know what they are doing well.

During the Lesson

- Noise can compromise safety, particularly in a physical activity; explain this to the class.

General

- At the start of the year, teachers will practise these procedures until they are embedded.
- F2 – 2 members of staff per class to stay in the hall during assembly (1 either side of the hall) until it is agreed that they can be unsupervised – usually after the first half-term.
- To gain silence during assembly, a raised hand should result in correct sitting and silence (to be used by all staff).
- Encourage loud, clear voices from the children when they are contributing.
- At all times (in class or in the hall), staff should use a respectful means of gaining the children’s attention.

If staff find themselves giving the same message again and again regarding inappropriate behaviour, the children are not learning it. Staff should stop, re-evaluate, (ask for advice if necessary) and take action. However, as the class learn the expectations, a gentle reminder will be all that is needed as praising all those who are doing what is expected.

Lunchtime Behaviour Procedures

The School Rules apply at lunchtime just as they do at other times.

Actions will vary from those in the classroom as the environment is different.

Challenging behaviour

1. **Quiet word**
2. Two minutes **time-out** (stand with the midday/TA). Child returns to play.
3. If child continues to be challenging, **Midday radios** for (1) Class Teacher (2) SLT member (3) Headteacher.

   They will speak to the child about their behaviour:
   (a) the reason for the behaviour
   (b) the impact of the behaviour on others
   (c) how can the child move forward when they return to the classroom? (repair)

   And remain in the area for up to 5 minutes to ensure that the child is settled.

4. If the behaviour **continues to be challenging**, midday radios for staff as above, the child will be brought inside/out of the hall and remain under the supervision of the staff member for the remainder of lunchtime.

Beyond challenging
At times a child's behaviour may escalate to a point where immediate action is needed to keep the child or others safe or the behaviour is deemed too serious for the steps above e.g., verbal/physical abuse, racism, bullying. In this case, the midday will request the support of the Headteacher straight away. The Headteacher will decide what action is needed depending on the circumstances. Wherever possible, the action should be restorative in nature.

Hall duty

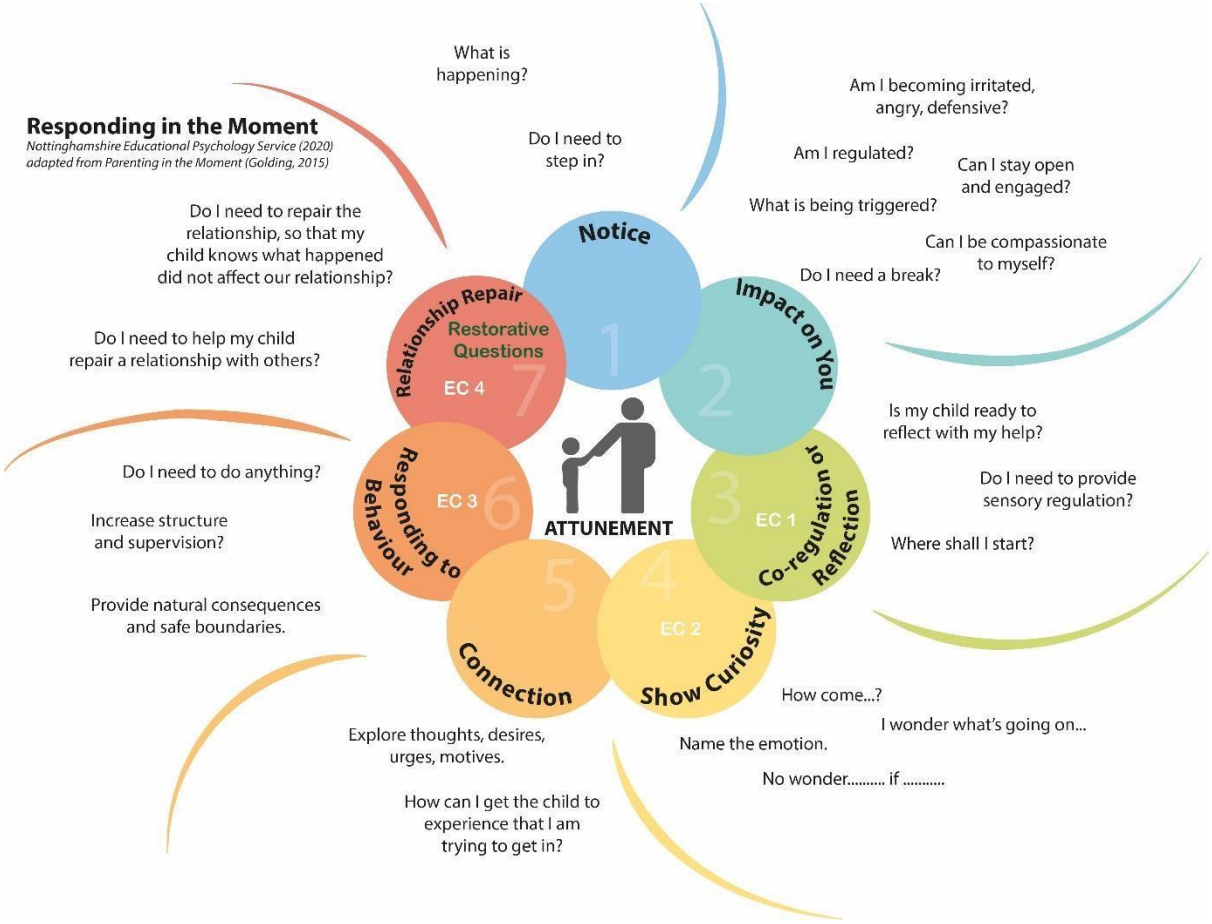
- In the hall, Midday Supervisors are responsible for ensuring that noise is kept at a comfortable level, both for the children and the staff who work in the hall.
- The 4 steps for challenging behaviour and beyond challenging, apply in the hall just as they do outside.

Lunchtime rewards

Midday supervisors should award stickers in line with the school rules for positive behaviour. The teacher should be made aware of any rewards given when the class is handed over. The teacher, class and midday should celebrate the rewards by giving the child a round of applause. Each sticker = 1 House Point for demonstrating a school rule.

Each midday will start each lunchtime with stickers. Middays should aim to give out at least 2 stickers per class each day.

APPENDIX 2: Responding in the Moment



APPENDIX 3: **15 Things to Build Relationships Tips for Staff**

1. Be who you needed when you were at school. Every child needs a champion.
2. Make regular deposits into the positive bank
3. Know your children well and allow them to know you well.
4. Difficult child or child with difficulties?
5. Separate the deed from the doer.
6. The best apology is changed behaviour.
7. Catch them getting it right more than you catch them getting it wrong.
8. Magnify strengths rather than weaknesses.
9. Strike when the iron is cold.
10. We learn to care by being cared for.
11. Smile at children, it's good for you both.
12. There is always a solution – you need to give your time to find it.
13. Never assume you deserve respect – you must earn it.
14. Calm begets calm.
15. Sometimes the child knows best!

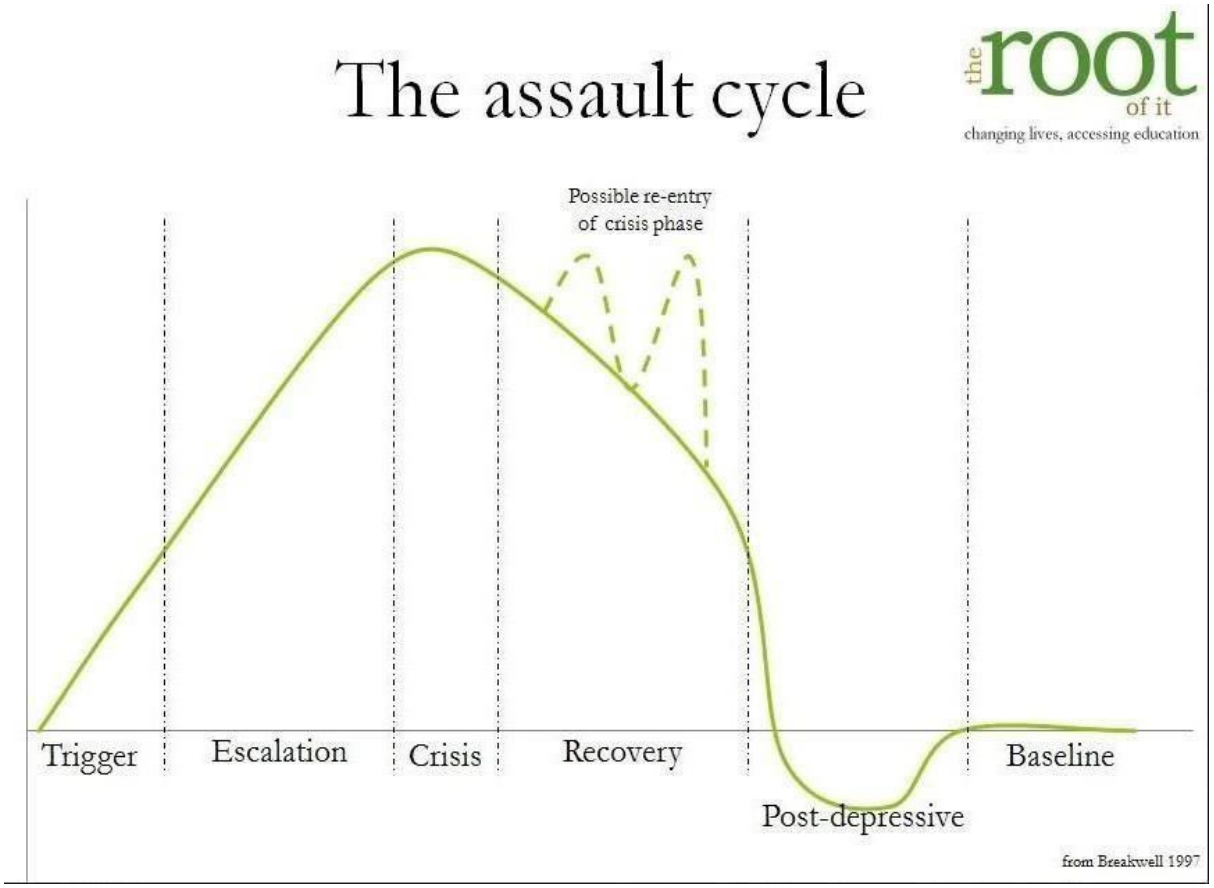
Keeping the policy alive (Amend as necessary)

We firmly believe that this policy is a 'way of being'. It is at the core of our school ethos. Therefore, it is important that it is evident in our daily practice.

Strategies to keep the policy alive:

- The key point above will be displayed on the staff notice board
- Each 1⁄2 term there will be a staff meeting section in which the Behaviour Lead will present a scenario for discussion/give the opportunity for staff to problem-solve an issue/share a strategy.

APPENDIX 4: The Assault Cycle



APPENDIX 4: The Assault Cycle

The Assault Cycle

1. **The Triggering Events** - Occurrence perceived by the individual as a serious threat to him/her.

   TWO TYPES:
   - Fear Inducing Events – Give the person the perception he/she is under threat or about to lose something of value.
   - Frustrating Circumstances – Give the person the idea that his/her efforts or demands have been useless.

2. **Escalation Phase** - Person's body and mind prepare for a fight. He/She may respond physically or taunt the perceived threat, if it is a person.

3. **Crisis Point** - Aggressor explodes into violent acts against the threat.

4. **Recovery Phase** - Aggressor's body relaxes and mind decreases its vigilance. The confrontation is seen to be over, even if temporary.

5. **Post-Crisis Phase** - While aggressor tries to return to stable base level, he/she often experiences fatigue, depression, and guilt.

APPENDIX 5: Restorative Questions

Examples of types of questions that could be asked when challenging behaviour:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

To help those affected:

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?